



Certification Central

North Dakota's 1st Alternative Educator Preparation Program

Presentation to the Interim Education Policy Committee, 67th Legislative Assembly

Dr. Katherine Terras

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Katherine Terras

Founder & Chief Executive Officer

Hello everyone! I have been an educator for 22 years. I practiced as a paraprofessional, public school teacher, and university professor. I believe in alternatives for training educators and behavior technicians in order to offer a variety of pathways for diverse learners. Mark and I were both raised in rural North Dakota, as well as have children attending rural school. We understand the unique needs of training and retaining educators, in addition to meeting the community's behavioral health needs.

Mark Reinhart

Founder & Chief Operating Officer

Hello! I have had many life experiences from owning a business to parenting, which have led me to this chapter with Certification Central. As a continuous learner, I am committed to creating training opportunities for those who learn differently and for those who have busy lives and are longing for a lane change in life. I have a desire to open opportunities for those living in rural and remote areas. Katherine and I want to help reduce the teacher shortage in these areas while making a career in teaching affordable by reducing the financial burden of school loans.



Certification Central

Training Educators & Behavior Technicians

The mission of Certification Central is to provide an alternative, career-ready program for licensing educators and training behavior technicians using a competency-based model that is affordable and accessible.

North Dakota's 1st Alternative Educator Preparation Program

*Each person's road to success looks different.
Where do you want yours to lead?*

Accessible

Fully online, self paced program to enroll in anytime from anywhere

Approved

Program Approved by ND ESPB

Affordable

Costs 60 - 70% less than other regional institutions

Authentic

Performance-based assessments are used to reflect career ready competencies

Accelerated

Competency-based to allow those with related experiences to move at a faster pace

Special Education Licensure Program





Program Approval

[PAAC Members](#)[PAAC Meeting Minutes](#)[General Information](#)[Annual Report Forms](#)[Content Expert Report Forms](#)[Program Approval Report Forms](#)[Program Review Report Forms](#)[Self-Study Report](#)[State/CAEP Partnership](#)[CAEP Resources](#)[ND State Approved Teacher Preparation](#)[Home](#) / [Program Approval](#) / ND State Approved Teacher Preparation Programs

ND State Approved Teacher Preparation Programs

Certification Central (Alternative Program)

PO Box 322

McVie, ND 58254

<https://certificationcentral.education/>

Dickinson State University

291 Campus Drive

Dickinson, ND 58601

www.dickinsonstate.edu

Special Education Licensure Program

CERTIFICATION CENTRAL PROGRAM HIGHLIGHTS

- Invests in your future with financial savings of 60–70%
- Qualifies you for the ND Educator's Professional License and 4 special education endorsements (LD, ID, ED, Strategist)
- Leverages your prior experiences with an accelerated program
- Maximizes on-the-job-training for your clinical experiences
- Anchors content in high-leverage practices to be career-ready
- Trains you using practitioners who are leaders in the field
- Integrates disability-specific content at no additional cost
- Provides you with a professional learning community through virtual coaching
- Offers a master equivalent for salary raises

Program of Study

Special Education Core	Credit Equivalency
SPED Module 1 Learner Development & Individual Learning/Cultural Differences	3
SPED Module 2 Legal/Ethical Practices & Professional Learning	3
SPED Module 3 Curricular Content Knowledge & Individual Education Plans	3
SPED Module 4 Assessment & Measurement	3
SPED Module 5 Understanding & Managing Behavior	3
SPED Module 6 Instructional Planning, Strategies, & Transition	3
SPED Module 7 Collaboration, Consultation, & Supervision	3
SPED Module 8 Inclusive Learning Environments	3
SPED 600 Special Education Internship	7
700 Hour Clinical Practice Requirement: On-the-Job or Traditional Options Available	
SPED 900 Scholarly Capstone Portfolio	1
Professional Education Core	
ED Module 9 Pedagogy: The Art and Science of Teaching	3
ED Module 10 Reading Methods: Elementary	3
ED Module 11 Math Methods: Elementary	3



Master Equivalent



SPED 900: Scholarly Capstone Portfolio

The purpose of the capstone portfolio is for candidates to provide evidence of growth and impact in the special education discipline. The Special Education Capstone Portfolio [hereinafter Portfolio] is both an evidentiary mechanism for self-appraisal and for a longitudinal, critical analysis of a candidate's progress toward meeting teaching standards. Although the Portfolio will be submitted during SPED Module 8 Inclusive Learning Environments, it is to address learning throughout the candidate's entire postbaccalaureate training program.

Special Education Programmatic SLOs

The special education program's student learning objectives (SLOs) are aligned with the Council for Exceptional Children's [2020 Initial K-12 Professional Preparation Standards for Special Educators](#) and the 2017 [High Leverage Practices](#) (HLPs) identified by the Council for Exceptional Children and CEEDAR Center. The SLOs are as follows:

1. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. (CEC Standard 1)
2. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs. (CEC Standard 2)
3. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities. (CEC Standard 3, HLPs 11, 12, 13, 14, 15, 16, 17, 19, 20)
4. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to

Master Equivalent

Special Education Capstone Portfolio Proficiency Scale

	4.0 Proficient	3.0 Connecting	2.0 Emerging	1.0 Beginning
Category 1 Self-Appraisal <i>Evaluate how you transformed as a special education professional.</i> <ul style="list-style-type: none"> CEC Standards 6, 7 ESPB 19015.4 	<p>Narrative <i>substantively</i> details how professional goals have been achieved or altered since admission;</p> <p>Evaluation of teaching philosophy and dispositions comprehensively explains changes with a <i>compelling interconnection with the professional literature</i>; critical thinking is highly evident;</p> <p>A minimum of two forms of <i>compelling</i> evidence are included and represent a full understanding/application of content.</p>	<p>Narrative details how professional goals have been achieved or altered since admission;</p> <p>Evaluation of teaching philosophy and dispositions comprehensively explains changes and are adequately supported with professional literature; critical thinking is evident;</p> <p>A minimum of two forms of evidence are included and represent a full understanding/application of content.</p>	<p>Narrative is <i>oversimplified</i> regarding how professional goals have been achieved or altered since admission;</p> <p>Evaluation of teaching philosophy and dispositions is <i>without interpretation</i> regarding changes; professional literature is absent or ill-connected; <i>critical thinking is simplistic</i>;</p> <p>A minimum of two forms of evidence are included <i>but a full understanding/application of content is inconclusive due to a disconnection between narrative and evidence</i>.</p>	<p>Narrative is <i>absent or incomplete</i>.</p> <p>Evaluation of teaching philosophy and dispositions is <i>absent or incomplete</i>.</p> <p>Evidence is <i>absent or incomplete</i>.</p>
Category 2 Content Knowledge <i>Support how the understanding of your discipline/field of study is becoming more nuanced.</i> <ul style="list-style-type: none"> CEC Standards 1, 2, 3, 4, 5 ESPB 19015.4 	<p>Narrative fully details prioritized efforts/plans to shape policies and procedures <i>across two</i> local levels while considering the complexities of systems change; citations/professional literature provide a <i>deep interconnection</i>;</p> <p>Clear and accurate synthesis of feedback for critical analysis of knowledge and skills;</p> <p>Explanation of restructured/expanded knowledge and skills is comprehensively described <i>within a broader context</i>;</p> <p>A minimum of two forms of <i>compelling</i> evidence are included and represent a</p>	<p>Narrative fully details prioritized efforts/plans to shape policies and procedures across <i>at least one</i> local level while considering the complexities of systems change; citations/professional literature are <i>connected</i>;</p> <p>Clear synthesis of feedback for critical analysis of knowledge and skills;</p> <p>Explanation of restructured/expanded concept formation is comprehensively described;</p> <p>A minimum of two forms of evidence are included and represent</p>	<p>Narrative <i>details arbitrary or impractical</i> efforts/plans to shape policies and procedures across <i>at least one level</i> while the complexities of systems change are <i>unaccounted for or underdeveloped</i>; citations/professional literature are <i>disconnected</i>;</p> <p><i>Vague</i> synthesis of feedback for critical analysis <i>resulting in knowledge and skills that are underdeveloped or inaccurate</i>;</p> <p>Explanation of restructured/expanded knowledge and skills is <i>not convincing due to limited supporting evidence</i>;</p> <p>A minimum of two forms of evidence are included <i>but a full</i></p>	<p>Narrative is <i>absent or incomplete</i>.</p> <p>Synthesis is <i>absent or incomplete</i>.</p> <p>Explanation is <i>absent or incomplete</i>.</p>



Admission Requirements, Decisions, & Instructions for Completing the Special Education Program Application

Admission Requirements

1. Certification Central (CC) is an enroll anytime program with no deadlines. After you submit the completed application, you will be notified of our admission decision within 1 week.
2. You must have earned a Bachelor's degree in any field/discipline from an accredited institution.
3. Your cumulative GPA (or junior/senior year) must be a minimum of 2.75. You will verify this with your transcript(s). For the application, you can submit unofficial transcripts. If accepted into CC's program, you will submit official transcripts prior to starting.
4. You must pass a recent FBI background check (no older than 3 months) or submit a copy of your current ND's Educator Professional License (expired license can't be accepted). Regarding the background check, start this application early as you are going to need to ensure you have a complete background check. Such a check can take weeks to complete. Use the following link to request an FBI Background check. Be sure to read through the instructions carefully. <http://www.fbi.gov/about-us/cjis/identity-history-summary-checks> Attach the receipt of a cleared background check in your application.
5. You need 3 professional letters of recommendation that speak to your experiences or interests in the field of special education. Please avoid submitting references from friends and family. You will collect these letters then submit them when you complete the application.
6. Update your resume, as you will be uploading this in your application.
7. You will write 2 essays as part of your application package. These essays should be written in one document and answer the following (please use headings):
 - Essay 1: Explain your experiences or interests in working with individuals with disabilities and what you learned from these experiences. Finally, identify two professional goals.
 - Essay 2: Certification Central's program is fully online and self-paced with virtual coaching sessions. Explain how this program is a good fit for you.

Admission Decisions

After reviewing your application, an admission decision will be made to include one of the following:

1. **Full Admission to the Program:** This means you will have access to all training modules in the program with no restrictions.
2. **Provisional Admission to the Program:** This means you will be permitted to take one training module. You must complete this module with a rating of Proficient (4.0) then you will earn full admission to the program.
3. **Denied Admission to the Program:** This means you did not meet the requirements of the program. You will be provided with the reason for the denial.

Advising, Coaching, & Mentoring

- Dr. Katherine Terras is serving as an advisor for students.
- Virtual coaching sessions are conducted bi-weekly for students to ask questions, engage in dialogue, and create a professional learning community.
- Mentorship is offered post-licensure to completers to retain teachers.





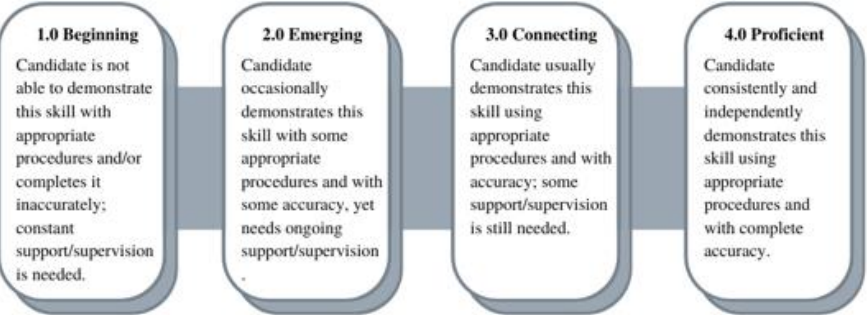
Official Competency-Based Transcript

Certification Central
P.O. Box 322
McVile, ND 58254
701.322.4429
www.certificationcentral.education
Program Approved by ND ESPB
Print Date

Student: Katherine Terras
Date of Birth: 09/10/1980
Program of Study: Special Education
Date of Enrollment: July 2020
Date of Completion: August 2021
Degree Equivalency: Master
Cumulative GPA: 3.75

Module	Description	Unit Equivalency	Proficiency	Start Date	End Date
SPED 1	Instr Plan, Strateg, & Transition	4	4 Proficient	July 2020	Aug 2020
SPED 2	Legal/Ethical Prac & Prof Learn	4	4 Proficient	Aug 2020	Sept 2020
SPED 3	Curric Cont Knowl & IEPs	4	4 Proficient	Sept 2020	Oct 2020
SPED 4	Assess & Measure	4	3 Connecting	Oct 2020	Dec 2020
SPED 5	Understand & Manage Behav	4	3 Connecting	Dec 2020	Feb 2021
SPED 6	Instr Plan, Strateg, & Transition	4	4 Proficient	Feb 2021	Apr 2021
SPED 7	Collab, Consult, & Superv	4	4 Proficient	Apr 2021	June 2021
SPED 8	Inclus Learn Envir	4	4 Proficient	June 2021	Aug 2021

Competency Evaluation System



Special Symbols		Module Numbering System	Unit Equivalency	
I	Incomplete	Modules at the 600 level are professional development/continuing education modules.	Unit	Equivalency
W	Withdrew		1	1 semester hour credit
IP	Module is in progress		2	2 semester hour credits
			3	3 semester hour credits
		4	4 semester hour credits	

Degree Equivalency

Certification Central is an alternative educator preparation program approved by the North Dakota Education Standards and Practices Board. Certification Central provides post baccalaureate training that is equivalent to a master’s degree.

Official Transcripts

All official transcripts bear Certification Central’s seal and the signature of Certification Central’s Registrar.

Release of Information

PRIVACY ACT: In accordance with the Family Educational Rights Act of 1974, as amended, this record is not to be released to a third party without written permission from the student.

Transcript Validation and Authenticity

Official transcripts bear the signature of the Registrar with the Certification Central logo appearing as a WaterMark. Hold up to light to verify. Transcripts that have been copied will appear with the word VOID across the transcript paper and will NOT show the watermark. The STAR in the lower right corner is NOT VISIBLE if this paper has been tampered with.

Descriptions of Module Competencies

SPED Module 1 Learner Develop & Individual Learning/Cultural Differences

- Understand domains of child & adolescent development
- Develop comprehensive student profiles at the elementary & secondary levels to address language, culture, & effects of disabilities
- Construct a professional learning community to understand family systems & their roles
- Identify the purpose of special education & how to establish cultural justice
- Understand the characteristics of emotional/behavioral disorders (EBD), learning disabilities (LD), developmental disabilities (DD), autism spectrum disorder (ASD), & gifted/talented (GT)

SPED Module 2 Legal/Ethical Practices & Professional Learning

- SPED Formulate a teaching philosophy about serving students and families
- Collaborate with a team to write a 504 Plan
- Apply special education eligibility criteria for EBD, LD, DD, & ASD
- Analyze school/district disciplinary procedures & practices for compliance with state/federal disabilities laws
- Construct a compliance & monitoring system as a safeguard to prevent IDEA violations
- Develop a professional learning plan for lifelong learning

SPED Module 3 Curricular Content Knowledge & Individual Education Plans

- Understand state content standards and social/emotional learning goals
- Write standard based IEPs in the disability categories of EBD, LD, DD, & ASD
- Modify general & specialized curricula for accessibility for students with disabilities
- Facilitate multidisciplinary IEP meetings with effective collaboration & communication skills

SPED Module 4 Assessment & Measurement

- Implement the evaluation process with completion of corresponding paperwork
- Conduct a comprehensive evaluation for special education eligibility & programming
- Administer, score, & analyze standardized & curriculum-based assessments
- Write accurate & professional diagnostic & integrated reports
- Administer, score, & analyze curriculum-based measurements
- Construct graphical displays of data for data-based decision making

SPED Module 5 Understanding & Managing Behavior

- Administer & analyze behavior screening tools in combination with an MTSS framework
- Conduct a practical functional behavior assessment
- Conduct a comprehensive functional behavior assessment
- Develop & implement a function-based behavior intervention plan using antecedent, educative, & consequent interventions
- Understand trauma-informed practices, restorative practices, & child abuse/neglect

SPED Module 6 Instructional Planning, Strategies, & Transition

- Identify practices that have an evidence and research-base, as well as those identified as promising & unestablished
- Develop & implement academic lesson plans that correspond with IEP goals/objectives and are representative of explicit instruction components
- Plan for generalization of learning using mastery teaching
- Select assistive technology when appropriate to support students
- Conduct transition assessments around the domains of transition
- Write a transition IEP with the multidisciplinary team using effective collaboration & communication skills

SPED Module 7 Collaboration, Consultation, & Supervision

- Apply collaborative tools & strategies through observing & facilitating professional meetings
- Develop skills for effective consultation & co-teaching
- Utilize a professional learning community to do develop collaborative & communication skills with families
- Construct a policy & procedural manual for training & supervising paraprofessionals

SPED Module 8 Inclusive Learning Environments

- Develop & implement lesson plans based on the universal design for learning
- Construct a plan for transforming a classroom into a personalized, learning program/environment
- Utilize principles of cooperative learning
- Implement inclusive practices for students with EBD, LD, DD, & ASD

SPED Module 9 Pedagogy: The Art & Science of Teaching

- Develop & implement lesson plans for the general education environment based on models of teaching
- Construct competency-based assessments that align to state content standards
- Investigate personalized, competency-based learning to determine benefits, drawbacks, & models for implementation
- Identify components of a learning environment essential for motivation/engagement & positive teacher/student relationships

SPED Module 10 Reading Methods: Elementary

- Conduct a miscue analysis, running record, & think aloud
- Develop & implement lesson plans that represent word identification, comprehension, & fluency
- Build reading programming for Tiers 1 & 2 in an MTSS framework

SPED Module 11 Math Methods: Elementary

- Develop & implement lesson plans that represent NCTM standards
- Build math programming for Tiers 1 & 2 in an MTSS framework

Cost Comparison

Special Education Core Program Cost Comparison of 2020-2021 Tuition Rates

Certification Central For-Profit	Mayville State University Non-Profit	University of North Dakota Non-Profit
Flat Rate (excluding textbooks) \$6,500.00	\$335.60/graduate credit x 32 (excluding textbooks) = 10,739.20 Savings of \$4,239.20	\$534.40/graduate credit x 32 (excluding textbooks) = \$17,100.80 Savings of \$10,600.80

- All 3 programs are approved by NDESPB
- All 3 programs lead to the same ND Educator's Professional License
- All 3 programs offer a master's degree or an equivalent



Behavior Specialist Endorsement Program





Program Approval

[PAAC Members](#)[PAAC Meeting Minutes](#)[General Information](#)[Annual Report Forms](#)[Content Expert Report Forms](#)[Program Approval Report
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Forms](#)[Self-Study Report](#)[State/CAEP Partnership](#)[CAEP Resources](#)[ND State Approved
Teacher Preparation](#)[Home](#) / [Program Approval](#) / ND State Approved Teacher Preparation Programs

ND State Approved Teacher Preparation Programs

Certification Central (Alternative Program)

PO Box 322

McVie, ND 58254

<https://certificationcentral.education/>

Dickinson State University

291 Campus Drive

Dickinson, ND 58601

www.dickinsonstate.edu



Behavior Intervention Specialist Endorsement

Certification Central is approved by the North Dakota Education Standards and Practices Board to offer the coursework required for the Behavior Intervention Specialist Endorsement. The requirements are as follows:

Special Education Core	Credit Equivalency
SPED Module 2 Legal/Ethical Practices & Professional Learning	3
SPED Module 3 Curricular Content Knowledge & Individual Education Plans	3
SPED Module 4 Assessment & Measurement	3
SPED Module 5 Understanding & Managing Behavior	3
SPED Module 7 Collaboration, Consultation, & Supervision	3
Behavior Intervention Specialist Core	
Behavior Module 1: Methods & Applications for Behavior Support & Programming <ul style="list-style-type: none"> Integrates 20 hours of clinical fieldwork 	3
Behavior Module 2: Behavior Assessment & Measurement <ul style="list-style-type: none"> Integrates 20 hours of clinical fieldwork 	3
Behavior Module 3: Behavior Ethics, Leadership, & Supervision <ul style="list-style-type: none"> Integrates 20 hours of clinical fieldwork 	3
Behavior Module 4: Behavior Research & Inquiry <ul style="list-style-type: none"> Integrates 20 hours of clinical fieldwork 	3
Behavior 600: Behavior Specialist Internship **This requirement is integrated across all 4 modules.	2



Special Education Technician Program



Module	Title	Unit/Credit Equivalency	Opening Date
Special Education Core			
SPED Module 1	Learner Development & Individual Learning/Cultural Differences	3	Open Now
SPED Module 1L	Learner Development & Individual Learning/Cultural Differences Lab	2	Open Now
SPED Module 2	Legal/Ethical Practices & Professional Learning	3	Open Now
SPED Module 2L	Legal/Ethical Practices & Professional Learning Lab	2	Open Now
SPED Module 7	Collaboration, Consultation, & Supervision	3	Open Now
SPED Module 7L	Collaboration, Consultation, & Supervision Lab	2	Open Now
Special Education Technician Core			
SPED TECH 101	Individualized Education/Family Service Programs	3	August 1
SPED TECH 101L	Individualized Education/Family Service Programs Lab	2	August 1
SPED TECH 102	Behavior Management in Educational Settings	3	July 15
SPED TECH 102L	Behavior Management in Educational Settings Lab	2	July 15
SPED TECH 103	Curriculum Based Evaluations for Assessment	3	August 15
SPED TECH 103L	Curriculum Based Evaluations for Assessment Lab	2	August 15
SPED TECH 104	High Leverage Practices for High Incidence Disabilities	3	September 15
SPED TECH 104L	High Leverage Practices for High Incidence Disabilities Lab	2	September 15
SPED TECH 110	Special Education Technician Practicum	5	October 15
Total Credit Equivalency:		40	

**Special Education
Technician
Program of Study**

**The total cost is \$6,500
(which is a \$162.50 per
credit equivalent).**



Quality Assurance



Quality Assurance

- NDESPB approval
- Advisory Council: PK-12 administrator, behavior analyst, SPED teacher, SPED administrator, REA administrator
- Curriculum Review Committee

**National and state reviewer to accredit educator preparation programs



Impact

- Since July 2020, 9 students have been accepted into our Special Education Licensure program.
- Since August 2020, 1 student has been accepted in our Special Education Behavior Specialist endorsement program.
- We project to have a cohort of 10 enrolled in the Special Education Technician Program for fall.



In-State Collaborations



In-State Collaborations

- Minot State University and CC are finalizing an articulation agreement that recognizes CC's approved program and will transfer in credit equivalents toward a master's degree



- Sponsor of ND Small Organized Schools

NDSOS

- Member of NDESPB's Program Approval Advisory Committee (PAAC)



- Consultant for Upper Valley Special Education Unit
 - Boots on the ground teacher trainer
 - GRAD: **Get Ready to Advance to Diploma**



Community Innovation Bush Grant

PIPELINE

Planning **I**nitiative for **P**reparing **E**ducators for **L**icensure **I**n **ND** (Special) **E**ducation

- Dr. Holly Pederson, Minot State University



- Ms. Jackie Migler, Dakota College Bottineau

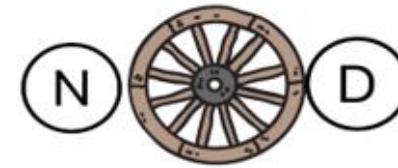


- Dr. Katherine Terras, Certification Central



Special Education Consortium

- Special Education Teacher
- Special Education Administrators (rural and urban)
- Higher Education-4 year traditional
- Higher Education-2 year traditional
- Higher Education-alternative
- ND Department of Public Instruction
- ND Council for Exceptional Children
- Board Certified Behavior Analyst
- Parent
- ND Protection and Advocacy



ND SPECIAL EDUCATION CONSORTIUM
• EST 2020 •



Certification Central's Team



Meet Our Professional Team



Dr. Lynne Chalmers
Clinical Coach
Curriculum Reviewer



Dr. Mark Guy
Curriculum Reviewer



Shayna Shriver
RBT Evaluator
Curriculum Reviewer



Cris Deaver
RBT Trainer and evaluator
& Curriculum Developer



Patrick Kallam
RBT Evaluator



Britney Sachse
RBT Evaluator



Dr. Joe Leggio
Curriculum Developer



Dr. Dave Tack
Curriculum Developer



Dr. Beth Walters
Curriculum Developer



Jenni Sateren
Curriculum Developer



Carol Jabs
Curriculum Developer



Alyssa Ross
Curriculum Developer



Gretchen Salzmann
Curriculum Developer



Dr. Carly Rattarath
Curriculum Developer



Emily Ardern
Social Media/Advertising



Hunter Parks
Independent Consultant

Next Steps for North Dakota



Next Steps for North Dakota

- Maintain quality educator training programs in ND by requiring accreditation/program approval for all. Our kids need and deserve quality teachers.
- Recognize and support accredited alternative programs that are degree equivalents. They may not confer degrees, but they are certainly certifying skills.
- Write legislation that includes alternative training programs that are not under the State Board of Higher Education. Using the words *college*, *university*, *academy*, and *institute* are exclusionary. *State approved postsecondary training programs* is inclusive language.

So, Why Did I Leave Traditional Higher Education?

“Change does not necessarily assure progress, but progress implacably requires change” (Henry Steele Commager, American Historian).

- To freely think outside of the box. I sincerely thank the ND Legislature for letting me step outside of that box, and I hope you keep supporting quality alternative pathways to color outside of the lines for our ND kids.
- To nimbly respond to problems in the field in order to effectively serve our PK-12 students, especially for those who are most vulnerable.
- To make becoming a teacher affordable. Tuition costs are disproportionate to teacher salaries. Teachers should not go into debt to pay for services they do not use, pay for general education/essential studies credits that do not support their major to magically make them “well rounded,” nor pay to subsidize higher-cost majors/programs.





**Thank you for this opportunity!
I will now stand for questions.**